

6 month reporting date 9/11/03
 12 month reporting date 3/11/04
 18 month reporting date 1/12/05
 Closed 4/18/05

Vermillion School District Improvement/Progress Report Form

Principle: General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The Vermillion School District had four students counted on the 2001 child count that did not have active IEPs.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that all students counted on the state child count have an active IEP.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The district will produce an active IEP for every child counted in the yearly child count.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12/18 month progress Record date objective is met
1. What will the district do to improve? The district will put all new student transfers front page of IEP into the computer database. What data will be given to OSE to verify this objective? SIMS report will result in checking child count to ensure that all new students are entered into the system.	On-going	Case Managers	Not Met	Met Jan/05

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Please explain the data (6 month)
As of 9-10-03, we are still in the process of developing a system between the District Tech Coord. and SPED Tech Coord. for determining with accuracy that new students are being entered into the system. The case managers were reminded to complete IEP Front Page information as soon as possible.

Please explain the data (12 month)
As of the Dec. 1, 2003 Child Count, we have developed a check system for our district with tech assistance from the state dept. that results in all new students being entered into our data base. My staff has been inserviced by our tech director and sped tech coordinator on how to enter the necessary information for SIMS and Child Count. At last check, all of our students have been accounted for; we await a final updated Child Count list from Jennifer Weber in Pierre.

We received our final child count on April 5th. The final count was apparently completed much before this due to an out-of-district placement that caused some technical difficulties with revisions and corrections. Our count has now been verified.

Please explain the data (18 month)
January 5, 2005 - We received our preliminary child count for December 1, 2004. We do not have any overlaps to correct, and a cross referene check by my sped technology coordinator yields the same results.

<p>2. What will the district do to improve? The district will create a hard copy of the student's IEP for the cumulative file and for the Special Education Director's file.</p> <p>What data will be given to OSE to verify this objective? The district will report # of files spot checked and % that had IEPs in both files.</p>	<p>Per semester</p>	<p>Sped. Director's office/Case Manager</p>	<p>Not Met</p>	<p>Met</p>
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Please explain the data (6 month)
6/6/03 15 files were checked; 13 not yet placed in both files
9-10-03 13 files were checked; 10 are now in both files

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Please explain the data (12 month)
1-12-04 15 files were checked; 15 of 15 were in both files

Principle: FAPE				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Conduct parent surveys annually to gather information about perceptions, concerns, etc.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. To let parents know about conferences and find any areas of concern.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All parents of special needs children on an IEP will receive annual surveys.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12/18 month progress Record date objective is met
1. What will the district do to improve? The district will increase communication between teachers and parents. What data will be given to OSE to verify this objective? The District will report % of survey data collected during annual IEP reviews.	April 2003-May 2004	Sped. Director's office/Case Manager	Not Met	Met Jan/05

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Please explain the data (6 month)

This was not accomplished as planned late last spring. We will plan to develop a survey procedures and have results before the next review.

Please explain the data (12 month)

My staff and I decided that Spring would be the best time to survey all parents rather than at each annual review, and as of this 12 month review date, the surveys have just been sent and we are waiting for responses. A self-addressed stamped envelope was included in the mailing so we expect to receive a good percent of the surveys back. If we were wrong to do a mass mailing instead of what was proposed in this improvement plan, we will give the annual review format a try beginning this Fall. We will report the actual results of this year's survey by April 1.

We continued to receive surveys after April 1st. We sent out approximately 155 surveys, and have received 40 back - approximately 26% return. Unfortunately, this is a very small number, however, the response to how well the district special education program appears satisfactory overall; secondary level = 3 responses, middle level = 10 responses, elementary level = 20 responses, and preschool level = 7 responses. In regard to special education/IEP procedures, the majority of responses were Most Satisfied at all levels. Most parents felt that their concerns were heard and they were included in the planning and implementation of their child's program. Two areas that parents weren't certain about were being informed about training, inservices/workshops, and transition planning at the middle level. Parents were asked if they would like to participate on an advisory/support group; 7 yes and 10 no. Also, they were asked to check topics of interest; the greatest interests were in these topics: Sped Law, Transition to Adulthood, Behavior Interventions, Effective Communications and Parent Connections.

Please explain the data (18 month)

It was decided that rather than put our efforts into establishing an advisory/support group, we would pursue parent communications/training via a procedure for informing parents of upcoming workshops/in-services in our regions and to work with Parent Connection to provide presentations of topics such as Sped Law, Transition, Communications, etc. These presentations are yet to be arranged/scheduled.

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<p>2. What will the district do to improve? The district will increase parent awareness of conferences and available materials.</p> <p>What data will be given to OSE to verify this objective? The District will report the date that the newsletter was sent and where it is filed.</p>	<p>Ongoing</p>	<p>Sped. Director's office</p>	<p>Met</p>	
<p>Please explain the data (6 month)</p> <p><i>On 11-1-02 a Newsletter/Packet was sent to all parents of sped students in our district. Through the school year, I encourage case managers to send copies of inservice/workshop flyers to parents who they think would be interested and benefit from such an event. The newsletter is filed in the Sped Director's office. The newsletter included information about our new monitoring system and it's results, as well as a copy of a Parent Connection newsletter. I encouraged parents to take advantage of their free subscription. Parent Connection is an excellent resource for all parents to gain information.</i></p>				
<p>Please explain the data (12 month)</p>				

<p>Principle: IEP</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) As stated in principle 3, understand and utilize functional assessment to determine specific skill areas affected.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. IEP will be driven by the functional assessment of the child.</p>

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The PLOP page will accurately reflect current skill levels.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Students' goals will be in accordance with present skills. What data will be given to OSE to verify this objective? Sped Director will spot check at IEP meetings and will keep a check list and give % of goals written correctly.	On-going	IEP Team	Not Met	Met
Please explain the data (6 month) Sped Director spot checked IEP goals written correctly on the following dates: 5/2, 5/8, 5/9, 5/16 and 5/22 and found that at least 60% of them were written correctly.				
Please explain the data (12 month) Sped Director spot checked IEPs for goals written correctly on the following dates: 11/4, 11/19, 12/16, 1/29 and 3/4 and found that at least 90% of the goals were written correctly - in accordance with the student's present skills. As the goals and PLOP information are reviewed, the Director lists any information that is unclear, and then discusses them specifically with the case manager.				
2. What will the district do to improve? In-service to give more information on how to write the PLOP. What data will be given to OSE to verify this objective? Sped Director will report % of teachers that attended the in-service.	April 2002	Sped Director/ monitoring team	Met	

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Please explain the data (6 month) 10 of 10 teachers attended the inservice; 7 teachers and 3 S/L Path.				
Please explain the data (12 month)				
3. What will the district do to improve? To pass out materials from DDN presentation for case managers to review.	Jan. 2003	Sped Director's office	Met	
What data will be given to OSE to verify this objective? District will report # of teachers that received the information.				
Please explain the data (6 month) 10 of 10 teachers received the information				
Please explain the data (12 month)				

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Principle: IEP				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Clarify the intent of ESY and revise the procedure for providing an individualized extended school year program based on individual needs.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Parents are made aware of the differences between summer school and extended school year.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Every special education child will receive an appropriate summer placement that is based on their skills and needs.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? At IEP meeting, an explanation of the options available for meeting needs during a summer break will presented for discussion and approval. What data will be given to OSE to verify this objective? District will report the date that the Information letter on ESY versus Summer school was sent out to parents in March or during Annual Review meeting.	On-going	Case Managers	Not Met	Met

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Please explain the data (6 month)

Sped Director attended all IEP meetings scheduled March thru May, 2003 that addressed ESY/Summer School to explain the differences and help determine individualized needs in conjunction with family events/vacations. A letter was not sent out prior to these meetings as planned.

Please explain the data (12 month)

Sped Director attended all IEP meetings scheduled since this 2003-03 school year began. The majority of IEPs at the middle and secondary levels have determined that ESY is not needed; those at preschool and elementary level have agreed to wait until May to make their determinations. The Sped Director and case managers have done a much improved job of explaining the differences between ESY and Summer School at annual review meetings. An informational sheet on ESY, taken from the ESY Technical Assistance Handbook, has been sent to all parents (along with the parent survey).

Principle: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

There is a failure to document procedures for implementing observations and assessments in the following areas: transitional, behavioral, and functional.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

All special needs students in the Vermillion School District will complete transitional, behavioral, and functional assessments as determined by grade level.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The Special Education Director will identify transitional, functional, and behavioral assessments on IEPs during meetings.

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
<p>1. What will the district do to improve? All referral forms and prior notice forms will identify assessments to be completed regarding transition, behavior, and functional needs.</p> <p>What data will be given to OSE to verify this objective? Special Education Director will spot check 1 per teacher per semester to ensure that referral form reflects assessments. (checklist) The District will report the # of spot checks and show % of accuracy.</p>	On-going	IEP Team & Special Director's office	Not Met	Met
Please explain the data (6 month) Spring Semester 2003 - 9 spot checks completed; 89% accurate for Behavior and Functional needs; 50% accuracy for Transition.				
Please explain the data (12 month) Fall Semester 2003 - 10 spot checks completed; 90% accurate for Behavior and Functional needs; 100% accuracy for Transition.				
<p>2. What will the district do to improve? 1 IEP per teacher per semester will be spot checked for content.</p> <p>What data will be given to OSE to verify this objective? The District will report the # of spot checks and show % of accuracy.</p>	On-going	Sped Director	Not Met	Met

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Please explain the data (6 month) <i>Following the same 9 spot checks mentioned previously, the overall accuracy for content was satisfactory; the quality of the content can be improved.</i>				
Please explain the data (12 month) Utilizing the same 10 spot checks, Sped Director determines that the content of these IEPs is very much improved with at least 80% accuracy.				
3. What will the district do to improve? Special education staff will implement an interest inventory to be given to age-appropriate students. What data will be given to OSE to verify this objective? District will report # of students that received interest inventories and % of inventories returned in completed.	April 2003	Sped Director's office/Case manager	Not Met	Met
Please explain the data (6 month) <i>This data will be available by the end of September 2003.</i>				
Please explain the data (12 month) 9-23-03 10 students received interest inventories (Transition Interview); 100% were returned completed.				
4. What will the district do to improve? Special education staff will attend an in-service to review procedures/tools used in transition, behaviors, and functional assessments. What data will be given to OSE to verify this objective? The District will report # of teachers that attended the in-service.	September 2003	Special Education Director	Not Met	Met Jan/05

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Please explain the data (6 month)
All staff reviewed procedures/tools with the Monitoring Team. We will attend inservices as they become available; none are scheduled in this region in September 2003.

Please explain the data (12 month)
 2 Sped Teachers and 1 Sped EA attended a regional Transition Forum on December 3 in Beresford. We have not attended any inservices specific to behavioral and functional assessments; we are not aware of any opportunities available in our area so far.

I was not aware of the September 2003 training posted in a 4/6/04 email message, however, my staff and I heed your advise to coordinate our own training by bringing a presenter to our district or collaborating with other districts/coops in our area. The Sped Director will periodically forward articles/information on assessments to the staff.

Please explain the data (18 month)
We did not attend any regional inservices on behavior and functional assessments, however, we met on October for a staff(case managers) work day which included information on Transition, Behavior and Functional assessments. We responded to articles I provided and discussed/clarified our understanding of these different assessments. For Transition, I attended our regional transition forum in November and received mor information on transition assessment tools that I shared with my staff. It is a consideration to include the ESTR in our transition tool box.

<p>5. What will the district do to improve? Special education staff will review samples from other schools of well written PLOP pages to use as a model for the IEP/PLOP form.</p> <p>What data will be given to OSE to verify this objective? The District will report # of staff that were given samples of PLOP pages.</p>	<p>January 2003</p>	<p>Special Education Director</p>	<p>Met</p>	
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Please explain the data (6 month)
10 of 10 case managers were given samples of PLOP pages

Please explain the data (12 month)

Principle: Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
Staff has omitted information regarding present levels of performance.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
The district will complete valid and reliable evaluations including functional assessments, which result in effective IEPs for eligible students.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
Staff will consistently demonstrate the inclusion of functional assessment information considering PLOP, strengths/needs and progress in the general curriculum.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

6 month progress
Record date
objective is met

12 month progress
Record date
objective is met

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1. What will the district do to improve? On PLOP all team members will note observations, traits, and performance in the general curriculum as shown on four IEPs. What data will be given to OSE to verify this objective? District will report # of files spot checked for needed information and % given for accuracy.	On-going	IEP Team	Met	
Please explain the data (6 month) 10 files were checked for information; 90% accuracy				
Please explain the data (12 month)				
2. What will the district do to improve? On all PLOP, functional assessment information will be identified on 5 IEPs spot checked per semester. What data will be given to OSE to verify this objective? District will report # of files spot checked for needed information and % given for accuracy.	On-going	Sped Director's Office	Not Met	Met
Please explain the data (6 month) 5 IEPs were checked; 80% accuracy				
Please explain the data (12 month) 10 IEPs were checked; 90% accuracy				

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<p>3. What will the district do to improve? Annual goals and short-term objectives will reflect functional needs identified during assessment on IEPS spot checked per semester.</p> <p>What data will be given to OSE to verify this objective? ? District will report # of IEPs spot checked for needed information and % given for accuracy.</p>	On going	Sped Director's office	Not Met	Met
<p>Please explain the data (6 month) 10 IEPs were checked; 70% accuracy. Case managers generally appear to have a better understanding of functional assessment information on PLOP pages, however, a few are still not demonstrating carry through to the writing of goals and objectives.</p>				
<p>Please explain the data (12 month) 10 IEPs were checked; 90% accuracy. Case managers demonstrate a much improved understanding of functional assessment information on PLOPs, and the goals and objectives are indeed reflecting student's identified needs. Input from the classroom teacher about student performance and needs, and how their difficulties impact their general ed. Curriculum is also being included and considered.</p>				

<p>Principle: Appropriate Evaluation</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Transitional strengths and needs were not included on the PLOP page regarding the context of the student's desired post-school activities.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All IEPs written for students 16 years of age and older will include summary statements reflecting the student's desired post-school activities.</p>

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Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Student's desired post-school activities will be used as the context in which strengths and needs are stated.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All students will complete and interest inventory by their junior year in high school. What data will be given to OSE to verify this objective? District will report # of Inventories given to students along with the return rate of inventories completed.	By Junior year	Case manager and counselor	Not Met	Met
Please explain the data (6 month) <i>This data will be available by the end of September 2003.</i>				
Please explain the data (12 month) 9-23-03 10 students received an Interest Inventory to complete; 100% returned completed				
2. What will the district do to improve? Teachers will attend an in-service given by the Transition Project personnel. What data will be given to OSE to verify this objective? District will report the date of the in-service and the % of teachers that attended.	October 2002	Sped Director	Met	

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Please explain the data (6 month)

3 of 3 teachers attended an inservice with Bev Petersen on Transition October 3, 2002

Please explain the data (12 month)

3. What will the district do to improve? **Special education director will spot check 1 PLOP page per teacher per semester to make sure transitional post school activities are addressed for appropriate students.**

What data will be given to OSE to verify this objective?
The District will report the # of files spot checked and % of transition post-school activities appropriately addressed.

On-going

**Sped
Director's
office**

Not Met

Met

Please explain the data (6 month)

2 files were checked; transition pre-school activities were addressed with both cases for 100% accuracy

Please explain the data (12 month)

10 files were checked from the middle and secondary levels; transition post-school activities were appropriately addressed with each case for 100%accuracy.